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ABSTRACT

Providing a listing of an essential core of content to be taught and learned in each grade level, this paper presents content standards in four major areas of communication/language arts: reading, writing, listening/viewing, and speaking. The standards are organized by separate grade levels for grades K-9 (except grades 9-12) so readers can quickly review what communication/language arts learning is expected at a specific grade. After a preface and introduction, the paper presents the goals, rationales and indicators for reading, writing, listening/viewing, and speaking followed by the detailed listing of the content standards. (RS)

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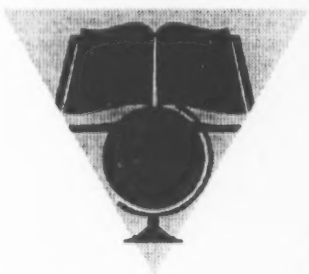
SOUTH DAKOTA

ED 429 311

COMMUNICATION/ LANGUAGE ARTS

CONTENT STANDARDS



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December 15, 1998

SOUTH DAKOTA DEPARTMENT OF EDUCATION AND CULTURAL AFFAIRS

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CS 216 674

SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS
STANDARDS DOCUMENT

INTRODUCTION/OVERVIEW

PREFACE

In 1997, the SD State Legislature passed SB 170 which amended South Dakota Codified Law 13-3-48 to address the issue of challenging state content standards. The adopted amendment read as follows: "The secretary of the Department of Education and Cultural Affairs shall prepare and submit for approval of the South Dakota Board of Education academic content standards in language arts, mathematics, social studies, and science for grades one through twelve. Each school district shall adopt and implement clearly defined and measurable course guidelines so as to meet the state academic content standards".

In accordance with SD Codified Law 13-3-48, this publication presents the SD Content Standards for K-12 Communication/Language Arts. The document is a compilation of numerous drafts developed under the auspices of the federally funded South Dakota Initiative for Challenging Standards project (SDICS, 1994-1997). The original input for the language arts standards was provided by students, parents, teachers, and communities of South Dakota. The final document evolved from a synthesis of published standards from other states, numerous professional publications, and lengthy discussions by experience K-16 South Dakota teachers. In the development of these standards, the writers researched and reviewed many respected and well-grounded national and state publications related to communication/language arts standards, instruction, and assessment.

After several public hearings and subsequent revisions, based upon comments and suggestions from educators, parents, and concerned citizens, these South Dakota K-12 Communication/Language Arts Standards were presented to the State Board of Education for final review and were officially approved on December 15, 1998.

The standards document begins with this brief introduction and overview which outlines and explains a vision for communication/language arts teaching and learning in South Dakota, the purpose of the document, and the structure/organization of the document.

A VISION FOR COMMUNICATION/LANGUAGE ARTS IN SOUTH DAKOTA

Although the South Dakota Communication/Language Arts Standards provide common goals for K-12 language arts, the "what" of the goals cannot be addressed without also considering the "how" of communication/language arts teaching and learning. The constantly changing, increasingly complex and technological world in which we live demands that the standards be addressed in positive, effective learning environments.

The vision is evident in schools and classrooms which:

- integrate reading, writing, speaking, listening, and viewing so that students see the connections among these skills
- allow student choice within the curriculum framework
- help students develop strategies for accessing information, problem solving, and delivering content using electronic media and its accompanying technologies
- view teaching and learning as reciprocal, participatory, and student-centered processes
- present content, instruction, and assessment in varied and appropriate ways
- view learning to communicate is an incremental process which becomes increasingly challenging as the learner is ready

THE PURPOSE OF THE SOUTH DAKOTA STANDARDS DOCUMENT

The South Dakota Standards serves many purposes. They provide a listing of essential core of content to be taught and learned in each grade level. The standards are intended to promote shared responsibility and accountability for all educational stakeholders in South Dakota by providing a clear understanding of the expectations for all students at each grade level. The document presents a starting point for informed dialogue among those dedicated and committed to quality education in South Dakota: parents, teachers, administrators, board members, and community members. By providing a common set of goals and expectations for all students in all schools, this education dialogue will be strengthened and enhanced.

THE ORGANIZATION OF THE SD COMMUNICATION/LANGUAGE ARTS STANDARDS

The SD Communication/Language Arts Standards document outlines four major areas of communication/language arts: reading, writing, listening/viewing, and speaking. The standards are organized by separate grade levels so that a parent, local school board member, classroom teacher, or administrator could quickly review what communication/language arts learning is expected at a specific grade.

The grade level standards represent the classroom learning objectives or activities which should be provided at each grade. These are presented in single grade levels except at grades 9-12. Currently, in South Dakota, administrative rule requires that high school students take four units/years (1½ unit of writing, 1 unit of literature inclusive of ½ unit of American literature, and ½ unit of speech) of communication/language arts to graduate. It is the responsibility of each school district to "organize" the 9-12 grade level standards into the courses they offer at the 9-12 level.

CONCLUSION

Communication is the key to discovery, learning, and interaction. Students must be able to read, listen, view, write, and speak formally as well as informally within their homes, their classrooms, their communities, and their workplaces. The skill with which students communicate questions, knowledge, opinions, and feelings may determine their

personal and professional well being as adults. Having effective communication skills enables students to express opinions and feelings, share information, and solve problems. Today's rapidly changing world demands that students become discriminating consumers and users of information. They must be able to read for practical, work-related understanding, but also to better understand history and culture, and to prepare themselves intellectually for the demands of the future. The ultimate purpose of these standards is to ensure that all students have the knowledge and skills necessary to be successful communicators in the technological, globally competitive world of the twenty-first century.

SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS

Goals

1. **Students will read at increasing levels of complexity for various purposes.**

2. **Students will write effectively for different audiences and specific purposes.**

3. **Students will use critical listening and viewing skills in various situations and for a variety of purposes.**

4. **Students will speak effectively in a variety of formal and informal situations.**

SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS

Goals and Rationales

In this 1998 South Dakota Content Standards document, the format has been organized into four overall K-12 goals which represent the discipline of communication/language arts. Each of the four goals is listed below, accompanied by a rationale. The rationales are brief descriptions of the goal and its importance for our students as they prepare for adulthood.

GOAL 1: READING
Students will read at increasing levels of complexity for a variety of purposes.

RATIONALE:
Reading is a complex, integrated cognitive process. It begins with developmental understanding of whole texts, building vocabulary, assigning meaning to word and letter patterns, and associating letters with sounds. Effective reading progresses as the student develops and uses various personal strategies to make complex inferences and predictions about text. While schools and communities must decide what reading materials should be taught, all students must be provided the opportunity to experience great literature in order to understand the ideas, thoughts, and opinions of recognized writers world-wide. Students who read not only reinforce their understanding of people, history, and culture, but also prepare themselves intellectually for the demands of the future. The ability to comprehend work-related technical reading has become a life-long requirement. Today's rapidly changing world demands that students become readers who are discriminating consumers and users of information.

GOAL 2: WRITING
Students will use write effectively for different audiences and specific purposes.

RATIONALE:
Effective writers develop a personal writing process that allows them to move from private thoughts to public discourse. Student writers see themselves as a relevant part of the world and integrate their prior knowledge and personal experiences into a variety of writing endeavors. They write for real and imagined audiences with a realization that different audiences have different expectations. Today's world demands that students express their thoughts and ideas in formal and informal ways, and for creative and informational purposes. Students recognize that current and emerging

technology can support and enhance their expertise in various aspects of written communication.

GOAL 3: LISTENING/VIEWING

Students will use critical listening and viewing skills in various situations and for a variety of purposes.

RATIONALE:

In today's world, as people are inundated with a wealth and range of audio-visual information, they must become discriminating consumers of what they see and hear. Using critical listening and viewing strategies and processes is becoming more and more important as students interact with others in academic, social, and work related contexts. They must develop and use personal listening/viewing strategies which progress from simple comprehension to sophisticated interpretation and evaluation of aural and visual information.

GOAL 4: SPEAKING

Students will speak effectively in a variety of formal and informal situations.

RATIONALE:

Speaking effectiveness is developed only when speakers have the opportunity to prepare a variety of speech forms and participate in a wide range of oral communication situations. For this reason, it is essential that oral language instruction begin in kindergarten and continue through twelfth grade. Students must learn to use good organization skills, appropriate grammar and vocabulary, and effective verbal and nonverbal techniques to effectively deliver oral presentations. Students must recognize and use the strategies and the technology which best support and enhance the quality and effectiveness of oral communication.

SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS

Goals and Indicators

1. Students will read at increasing levels of complexity for a variety of purposes.
Indicators:

- Apply various reading cues/strategies to interpret and comprehend text. (example: context, semantic, syntactic, and graphophonic cues)
- Evaluate patterns of organizations, literary elements, and literary devices within various texts.
- Interpret and respond to a diversity of works representative of a variety of cultures and time periods.
- Access, synthesize, and evaluate information from a variety of sources.

2. Students will write effectively for different audiences and specific purposes.
Indicators:

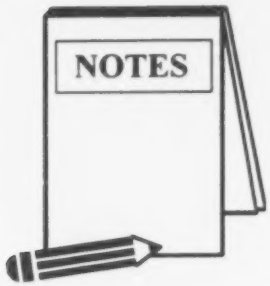
- Use appropriate mechanics, usage, and conventions of language.
- Use appropriate style, organization, and form in technical transactional, creative, and personal writing.
- Use various strategies and techniques to improve writing quality.
- Write to clarify and enhance understanding of information.

3. Students will use critical listening and viewing skills in various situations and for a variety of purposes.
Indicators:

- Use various listening and viewing strategies in social, academic, and occupational situations.
- Interpret and evaluate ideas/information from various oral/visual sources.
- Utilize various strategies retain/retrieve critical oral and visual information.

4. Students will speak effectively in a variety of formal and informal situations.
Indicators:

- Use the appropriate structure and sequence to best express ideas and convey information.
- Use appropriate language and style for a variety of social, occupational, formal, and informal situations.
- Use various presentation strategies to enhance oral communication. (example: non-verbal techniques, visual aids, physical setting/environments.


NOTES

SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS STANDARDS
KINDERGARTEN

KINDERGARTEN READING STANDARDS

THE STUDENT WILL:

1. name all upper and lower case letters and identify the representative sounds.
2. distinguish long and short vowel sounds.
3. distinguish the initial and final sounds in single-syllable words. (example: pit/pat; bit/bat)
4. describe how changing the first letter of a word changes the sound and meaning of the word.
5. use pictures, illustrations, and personal knowledge to make and confirm predictions about stories.
6. connect information found in stories to personal experience.
7. identify and describe characters, settings, and key events.
8. identify the role of both the author and illustrator.
9. retell familiar stories using beginning, middle, and end.
10. identify patterns of rhyming words. (example: poems, songs)
11. describe how books, stories, poems reflect things people do.
12. note similarities and differences in various stories and poems.
13. identify the characteristics of a variety of simple genres. (example: fairy tales, poems)
14. recognize similarities in stories written by the same author.
15. identify everyday print materials that provide information. (example: labels, newspapers)
16. distinguish between "make believe" and "real" in print materials.
17. identify the main idea in simple print materials.
18. identify appropriate sources of information to answer specific questions. (example: weather forecast, calendars)

KINDERGARTEN WRITING STANDARDS

THE STUDENT WILL:

1. write upper and lower case letters as appropriate.
2. use pictures and words to tell a story.
3. retell or restate what has been heard or seen.
4. recognize that words are used in a specific order in sentences. (example: subject-verb; Mary runs)
5. use punctuation at the end of sentences.
6. begin sentences with capital letters.
7. write using left to right, top to bottom progression.

8. create sentences or word representations to explain events.
9. write notes to classmates and family members.
10. use the writing process to generate stories about personal experiences. (example: a family trip)
11. create illustrations which represent information. (example: a personal trip)
12. identify how words are used for rhyme and repetition.
13. explore how authors organize and sequence writing.
14. gather information from pictures, books, and videos to enhance writing.
15. share writing with others for revision.

KINDERGARTEN LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

1. follow various one and two step directions.
2. take turns in conversations and group situations.
3. use appropriate volume and tone of voice when responding to others.
4. recognize and respond to non-verbal signals. (example: expressions of excitement, disapproval)
5. recognize the difference between true and false information.
6. identify various sources of factual information.
7. identify information that can be used on a personal basis. (example: 911, home phone number)
8. explore what makes various audio or visual presentations appealing. (example: color, sound effects)
9. use visual organizers to remember everyday information. (example: labels, calendar, helper charts)
10. ask appropriate questions.
11. restate what others say to demonstrate recall.
12. use patterns to recall information. (example: alphabet song)

KINDERGARTEN SPEAKING STANDARDS

THE STUDENT WILL:

1. retell an experience in logical sequence.
2. use pictures when telling a story.
3. participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.
4. use words to describe and name numbers, colors, size, shape, location, people, places, things, and actions.
5. recognize and use correct grammar when speaking.
6. follow simple rules for conversations: (example: taking turns, listening)
7. use complete sentences when speaking.
8. recognize that body movements and facial expressions represent feelings.
9. identify ways the speaker can help others see and hear a presentation.

SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS STANDARDS
FIRST GRADE

FIRST GRADE READING STANDARDS

THE STUDENT WILL:

1. understand the relationship between spoken and written work.
2. use knowledge of basic capitalization and punctuation when reading.
3. blend beginning, middle, and ending sounds to form words while reading.
4. read to confirm initial predictions about text.
5. describe how personal knowledge and experience affects understanding of materials read.
6. compare settings and characters presented by different authors.
7. identify the problem or central idea in stories.
8. explain the sequence of events in familiar stories.
9. identify patterns of rhyming words and repeated phrases in various texts.
10. explain what authors and illustrators do.
11. recognize that different versions of the same story may be told in various cultures.
12. explore a variety of worthy literary and narrative works. (example: Caldecott books, picture books)
13. identify similarities and differences in stories written by the same author.
14. explain the difference between fantasy and reality in print materials.
15. restate the main idea of simple expository information.
16. use appropriate sources to locate specific types of information. (example: calendar, newspaper, encyclopedia, dictionary, atlas)

FIRST GRADE WRITING STANDARDS

THE STUDENT WILL:

1. write complete sentences for a specific purpose.
2. use the writing process to create short stories, paragraphs, and poems.
3. write to organize information and ideas.
4. begin sentences with capital letters and use ending punctuation in final copies.
5. use descriptive words and a variety of sentence types when writing about people, places, things, and events.
6. write brief narratives describing personal experiences.
7. use writing to demonstrate understanding of various topics in science, social studies, and mathematics.
8. write to clarify what is known about different places, customs, and traditions.
9. use books and other media to gather information to write about life situations.
10. identify the differences between reports and stories.
11. use pictures and text to tell a story.

12. generate personal and formal letters, thank you notes, and invitations.
13. determine how words are used to create sounds. (example: buzz of the bee)
14. examine how authors organize thoughts and ideas.
15. review personal work with others to revise and edit.

FIRST GRADE LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

1. follow two and three step oral directions.
2. recognize and demonstrate the importance of focusing on the speaker when listening.
3. use appropriate volume and tone of voice when interacting with others.
4. summarize what others say with courtesy and respect.
5. respond appropriately to practical non-verbal signals. (example: flashing lights, street crossings)
6. distinguish between true and false information.
7. explore ways to find factual information. (example: encyclopedias, CD-ROM, Discovery Channel)
8. describe pertinent information that can be used on a personal basis. (example: addresses, phone numbers, emergency information)
9. describe what makes various audio or visual presentations appealing. (example: graphics, animation)
10. use visual cues to remember pertinent information. (example: calendars)
11. ask appropriate questions to clarify information.
12. restate information in a sequence similar to how it was presented. (example: simple directions)
13. apply vocal patterns to information for recall. (example: rhymes, songs, rhythm)

FIRST GRADE SPEAKING STANDARDS

THE STUDENT WILL:

1. tell/retell stories in a logical order or sequence.
2. participate in a variety of oral language activities. (example: role playing, pantomime, choral speaking)
3. give simple one and two step directions.
4. adapt or change oral language to fit the situation.
5. use appropriate voice when asking and responding to questions in small-group settings.
6. express ideas in complete and coherent sentences.
7. follow simple rules for conversation. (example: taking turns, staying on topic)
8. use facial expressions as a means of non-verbal communication.
9. use pictures or drawings when telling or retelling stories.
10. recognize the speaker's role in assisting others to see and hear a presentation.
11. convey a message and check for listener understanding. (example: show and tell)

SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS STANDARDS
SECOND GRADE

SECOND GRADE READING STANDARDS

THE STUDENT WILL:

1. use knowledge of consonants, consonant blends, and common vowel patterns to decode unfamiliar words.
2. recognize common contractions, compound words, and abbreviations. (example: can't, baseball, Jan.)
3. interpret information in text to confirm or reject initial predictions.
4. use context clues and prior knowledge to understand unfamiliar texts. (example: pictures, diagrams)
5. recognize specific strategies are needed to read different types of printed materials. (example: math story problems, poetry, science book)
6. use knowledge of sentence structure and punctuation when reading.
7. identify rhythm, rhyme, and alliteration in poetry and prose.
8. compare plots, settings and characters presented by different authors in various texts.
9. identify simple figurative language in text. (example: similes, idioms)
10. explain major elements in text to form an understanding of stories and other materials. (example: theme, main idea, problem/solution)
11. describe cause and effect relationships in various text. (example: why, what if, how, when)
12. describe the role and contribution of authors and illustrators to print materials.
13. describe the characteristics of worthy literary and narrative works. (example: Caldecott books, chapter books)
14. compare/contrast different versions of the same story from various cultures.
15. compare/contrast stories and poems by different authors.
16. identify resources which provide factual information.
17. comprehend main idea and supporting details in simple expository information.
18. describe the structure of various reference materials. (example: dictionary, thesaurus, atlas, CD-ROM)
19. locate and paraphrase information within text to answer questions.

SECOND GRADE WRITING STANDARDS

THE STUDENT WILL:

1. distinguish between complete and incomplete sentences.
2. use correct grammar in a variety of sentence structures.
3. use appropriate vocabulary and descriptive words in written work.
4. use correct spelling of frequently used words in final copies.

5. use the writing process to generate various forms of writing. (example: notes, letters, stories)
6. use the appropriate format in friendly and business letters.
7. write for various audiences. (example: self, classmates, family, school)
8. write to accomplish different purposes. (example: share, inform, invite)
9. use descriptive detail and a variety of sentence types.
10. use information from various texts to support conclusions drawn.
11. make judgments about information gathered.
12. model story structures or organizational patterns. (example: beginning, middle, end)
13. write stories/narratives based on personal experiences or familiar persons, places, or objects.
14. write to explain key concepts and relationships with other concepts in various subject areas.
15. condense, combine, and order new information in written work.
16. examine personal work and the work of others for capitalization and punctuation.
17. use technology to share writing with others.
18. conference with others to revise and edit written work.

SECOND GRADE LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

1. follow three and four step oral directions.
2. summarize main points presented with courtesy and respect when responding to others.
3. observe and note the gestures and facial expressions used by the speaker.
4. use appropriate words and expressions when responding to the actions or statements of others.
5. compare related information from different sources. (example: television, videos)
6. describe the impact of true and false information.
7. find and use different types of information. (example: CD-ROM, audio-cassettes, Internet)
8. describe the components of appealing audio or visual presentations. (example: graphics, animation, layout, music)
9. use visual organizers to remember pertinent information. (example: daily class schedule, calendar)
10. ask different types of questions for different purposes. (example: directions, clarification)
11. paraphrase information shared by others.
12. restate information heard in a logical and understandable sequence.
13. create or use rhymes/patterns to recall important information. (example: i before e except after c)

SECOND GRADE SPEAKING STANDARDS

THE STUDENT WILL:

1. report on various topics using appropriate facts and details.
2. create and participate in oral dramatic activities.
3. organize and convey a message and check for listener understanding.
4. give simple three and four step directions.
5. use correct grammar in oral communication. (example: verb tenses)
6. make simple introductions and greetings using appropriate language.
7. use an expanded speaking vocabulary. (example: words describing specific interests and knowledge)
8. use oral language appropriate for the audience.
9. interact appropriately in formal and informal speaking situations with peers and adults.
10. use body movements and facial expressions as a means of non-verbal communication.
11. use visual aids in oral presentations. (example: pictures, props)
12. identify conditions which are beneficial to the listener. (example: tone of voice, being able to see the speaker)

SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS STANDARDS
THIRD GRADE

THIRD GRADE READING STANDARDS

THE STUDENT WILL:

1. use decoding and word recognition skills to comprehend text. (example: suffixes, prefixes, vowel patterns, syllable breaks, word families, sight words)
2. demonstrate literal, interpretive, and/or critical comprehension by answering various how, why, and what-if questions.
3. make predictions about information/events in text, reread to extend initial impressions, and use prior knowledge to confirm or reject predictions.
4. determine appropriate strategies and rate of reading for different purposes. (example: fiction for enjoyment, nonfiction for information)
5. select appropriate context and semantic clues to construct meaning from text. (example: homonyms, synonyms, antonyms)
6. identify various story elements in age appropriate text. (example: character, setting, conflict, plot, theme)
7. recognize the use of formal and figurative language in text.
8. distinguish between cause and effect, fact and opinion, and main idea and supporting details in expository text.
9. recognize organizational structures of fiction and nonfiction.
10. compare the lives of various people as described in biographies and auto-biographies.
11. understand the characteristics of a variety of simple genres. (example: fiction, nonfiction, fantasy, fairy tales, poetry, plays, fables, folk tales)
12. read from a variety of fictional and non-fictional works. (example: Caldecott books, writing samples of local and regional authors)
13. select literature appropriate for reading level, purpose, and interest.
14. respond to ideas, attitudes, and feelings expressed in literature by making personal connections.
15. understand the function of organizational features and use them to locate information. (example: table of contents, index, glossary)
16. use reference tools to locate information. (example: dictionaries, maps and globes, encyclopedias, periodicals, Internet)
17. understand commonly used technical terms in informational text.
18. compare information on the same topic found in several expository selections.
19. describe how the choice of language and information contributes to the clarity and usefulness of the material.

THIRD GRADE WRITING STANDARDS

THE STUDENT WILL:

1. examine the organization of different types of writing. (example: short stories, plays, poems)
2. write to share information or inform a specific audience.
3. use vocabulary appropriate for the content.
4. use complete sentences in writing.
5. use grammar concepts and spelling patterns in writing. (example: verb forms, singular/plural nouns, compounds, blends)
6. organize and write about information according to topic.
7. compose written work which has appropriate organization and focus. (example: topic and supporting sentences)
8. record and write about information gathered from interviews, videos, and cassette recordings.
9. prepare written texts which explain main ideas in information collected.
10. write to explain what is known about selected topics in various content areas.
11. maintain a personal writing journal or folder.
12. use the writing process to improve written work. (example: prewriting, drafting, revision, editing, publishing)
13. model the use of descriptive words and patterns to stimulate reader interest. (example: rhymes, repetition)
14. model the use of different elements of style. (example: word choice, voice, sentence structure)
15. generate personal and formal letters using proper form. (example: thank you notes, and invitations)
16. write creative short stories, descriptive paragraphs, or narratives.
17. use various types of technology for sharing, revising, and editing written work.
18. conference with others to revise selected drafts for coherence and logical progression of ideas.
19. edit final copies for capitalization and punctuation.
20. revise writing for clarity and focus on central ideas.

THIRD GRADE LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

1. listen and respond thoughtfully and respectfully to others.
2. listen attentively by making eye contact and facing the speaker.
3. ask questions to learn the speaker's point-of-view.
4. recognize and interpret non-verbal cues. (example: facial expressions, gestures, posture)
5. use descriptive words when responding to the actions of others in problem-solving/ conflict resolution situations.
6. identify various approaches used in media to influence the listener or viewer.
7. determine if information presented is speaker opinion or verifiable fact.

8. identify information that can mislead the listener/viewer. (example: advertising infomercials)
9. compare like types of information are from different sources. (example: CD-ROM, radio, television)
10. retell, paraphrase, and explain what has been said by a speaker.
11. connect prior knowledge and experience to what is seen or heard.
12. identify the musical elements of literary language. (example: rhymes, repeated sounds)
13. restate information in a logical and sequential order.
14. categorize information according to specific topic or subject.

THIRD GRADE SPEAKING STANDARDS

THE STUDENT WILL:

1. deliver brief descriptive presentations that use concrete details to describe people, places, things, or experiences.
2. present ideas and check for listener response in various situations. (example: class discussions, small groups, panels)
3. present brief oral reports/stories that have a beginning, middle, and ending and include concrete details that provide a central focus/impression.
4. organize and present ideas so that others can understand the message.
5. use formal or informal language appropriate to the audience and purpose.
6. express knowledge, ideas, and requests clearly using appropriate vocabulary and sentence structure.
7. use correct subject-verb agreement and appropriate verb tense when speaking.
8. speak clearly using appropriate pronunciation, rate, and diction.
9. speak expressively using the appropriate volume and inflection.
10. identify how non-verbal cues convey meaning. (example: body language, gesture, facial expression, eye contact)
11. create visual aids to use in oral presentations. (example: pictures, maps, charts, graphs, props)
12. use technology to enhance spoken messages.
13. identify factors which influence the speaker's effectiveness. (example: can the speaker be seen and heard)

SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS STANDARDS
FOURTH GRADE

FOURTH GRADE READING STANDARDS

THE STUDENT WILL:

1. use knowledge of word parts to determine meaning of unknown or unfamiliar words within a passage. (example: prefixes, suffixes, root words)
2. use text organization and prior knowledge to make predictions and comprehend information in various content areas. (example: headings, graphics)
3. select appropriate strategies and rate of reading for different purposes. (example: fiction for enjoyment, nonfiction for information)
4. make inferences using information derived indirectly from text. (example: cause and effect.
5. use appropriate context and semantic clues to construct meaning from text. (example: pronoun referents, noun-verb agreement)
6. identify the main incidents of the plot, their causes and how they influence future action.
7. determine the causes of literary action in various texts. (example: character traits and motivation; uniqueness of the situation and setting.
8. identify and define the presence of figurative language and rhyme scheme in literary works. (example: simile, metaphor, exaggeration)
9. describe the author's use of various techniques to influence readers' opinions, feelings, and actions. (example: appeal of characters in a picture book, logic and believability of claims, use of figurative language)
10. describe the structural differences of various imaginative forms of literature. (example: fantasies, fables, myths, legends, and fairy tales)
11. compare tales from different cultures.
12. compare use of fact and fantasy in historical fiction with other forms of literature.
13. demonstrate familiarity with a variety of award-winning literary selections.
14. discern literature appropriate for reading level and purpose.
15. compare life experiences to situations/events found in literature.
16. use text and graphic features to categorize information and gain meaning from informational materials. (example: topic sentences, key words, diagrams, illustrations, charts, maps)
17. use reference tools to manage information. (example: maps and globes, software/CD ROM, video materials, Internet)
18. evaluate new information and hypotheses by testing against known information and ideas.
19. make inferences about the validity of text after reading several passages or articles on the same topic.
20. describe how the choice of language and information contributes to the usefulness of materials for specific purposes.

FOURTH GRADE WRITING STANDARDS

THE STUDENT WILL:

1. apply various stages of the writing process. (example: brainstorming, drafting, revising, editing, publishing)
2. maintain a personal writing journal or folder.
3. write in response to information from various sources to develop personal understanding.
4. use various references to support personal ideas or viewpoints. (example: speakers, newspapers, Internet)
5. organize and write about information according to category, source, or topic.
6. write to explain ideas presented or discussed in various content areas.
7. examine how authors use descriptive words to describe people, places, and events.
8. examine an author's use of dialect or colloquialisms to convey a message.
9. choose descriptive words that are content appropriate and provide clarity and focus for the reader.
10. write using correct grammar. (example: verb forms, possessives)
11. determine appropriate style and format for published work.
12. write reports which address key questions, issues, or situations.
13. use and cite references in written text.
14. select a focus, organization, and point-of-view which reflect writing purpose.
15. write to inform or entertain a specific audience.
16. model the use of different elements of style. (example: word choice, tone, voice, sentence variation)
17. edit final copies for capitalization, punctuation, and spelling. (example: abbreviations, nouns of address, apostrophes)
18. use technology for revising and editing. (example: spell/grammar check)
19. revise selected drafts by adding, deleting, combining, and rearranging sentences.
20. use technology to share writing with others and to receive feedback.
21. confer with others to revise writing coherence and logic.

FOURTH GRADE LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

1. respond courteously and respectfully to the ideas and thoughts of others.
2. listen and share responses in group learning activities.
3. ask questions to determine the intended meaning and purpose of the speaker's message.
4. observe and assess various non-verbal cues. (example: gestures, body language, facial expressions)
5. listen in group settings to aid in specifying goals, devising solutions, and choosing the best course of action.
6. analyze the role of the media in focusing attention and in forming opinion.
7. distinguish between facts and opinions.
8. identify false or misleading information in oral and electronic presentations.

9. determine ways of assessing information for accuracy. (example: research, investigation)
10. summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
11. connect prior experiences, insights, and ideas to what is heard or seen.
12. record information while listening.
13. paraphrase what others have said for clarification.
14. use various references or sources to determine if information is valuable. (example: encyclopedia, periodicals)

FOURTH GRADE SPEAKING STANDARDS

THE STUDENT WILL:

1. make narrative and informative presentations that provide facts, details, examples, and descriptions.
2. present effective introductions and conclusions that guide and inform the listener.
3. use appropriate structures for conveying information. (example: cause and effect, similarity and differences, posing and answering questions)
4. give precise oral directions/instructions.
5. determine the use of formal or informal language appropriate to the situation.
6. present knowledge, ideas, and requests clearly using appropriate vocabulary and sentence structure.
7. use correct subject-verb agreement, pronoun-antecedent agreement, and appropriate verb tense when speaking.
8. use simple and complex sentences appropriate to audience or purpose.
9. explore the appropriate rhythm and pace to emphasize key ideas.
10. emphasize meaning in conversations, discussions, and oral presentations by use of non-verbal cues. (example: gestures, facial expressions)
11. clarify and support key ideas through the use of appropriate props. (example: objects, pictures, charts)
12. use notes or memory aids to structure presentations.
13. use the tools of technology to enhance spoken messages.
14. recognize aspects of the surroundings that affect communication. (example: room size, seating arrangement)

SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS STANDARDS
FIFTH GRADE

FIFTH GRADE READING STANDARDS

THE STUDENT WILL:

1. use knowledge of root words, prefixes, and suffixes to determine meaning of unknown words.
2. apply knowledge of word origins, derivations, and idioms to determine meaning of words and phrases.
3. use different reading strategies to comprehend text. (example: skimming, scanning, and finding information to support particular ideas)
4. locate information in text to support opinions, predictions, and conclusions.
5. apply appropriate context and semantic clues to construct meaning from text. (example: punctuation and sentence structure)
6. explain how the main problems or conflicts of various plots are developed and resolved. (example: fables, myths, folk tales)
7. determine the author's underlying theme or message through the actions, motives, and appearances of characters in various works of fiction.
8. describe the function and effect of key literary elements and devices in various texts. (example: cause-and-effect relationships, imagery, symbolism, rhythmical patterns)
9. describe how an author's choice of vocabulary and style contribute to the quality and enjoyment of selections.
10. identify and analyze the distinguishing organizational patterns of various literary forms. (example: non-fiction, fiction, drama, poetry)
11. explain the commonalties of mythical patterns and symbols found in literature from different eras and cultures.
12. recognize that a work of literature reflects the author's viewpoints, experiences, heritage, and/or beliefs.
13. recognize that literature can be used to better understand the culture of the time period.
14. critique and compare literary selections for a variety of elements/purposes.
15. define the attributes of personally appealing reading materials.
16. use text organizers to predict and categorize information in print materials. (example: type headings and graphics)
17. use reference tools to retrieve and manage information. (example: interactive software, CD ROM, video materials, Internet)
18. draw inferences, conclusions, or generalizations about text and support them with textual evidence and experience.
19. compare information about one topic found in different selections or texts.
20. use various resources to acquire information for different purposes. (example: preparing a report)

FIFTH GRADE WRITING STANDARDS

THE STUDENT WILL:

1. use various stages of the writing process. (example: brainstorming, drafting, revising, editing, publishing)
2. analyze the style/techniques of published authors for word choice, sentence fluency, and voice.
3. model the use of specific literary elements and devices. (example: plot, setting, character development)
4. examine and model the use of dialect, idioms, or colloquialisms to convey a message.
5. select words that are expressive, content appropriate, and precise to provide clarity and focus for the reader.
6. use correct grammar in writing. (example: noun, verb, adjective, adverb)
7. create examples of narratives which present ideas, details, imagination.
8. generate various autobiographical writings which include single incidents of interest or importance.
9. write expository texts which speculate on the cause and effect of various situations.
10. compose persuasive writings which include valid and reliable evidence.
11. write to inform, to entertain, or to provide explanations to specific audiences.
12. maintain a personal writing journal or folder.
13. write to synthesize information from a variety of sources related to specific issues.
14. write in response to information from various sources to confirm or reject prior understanding.
15. support key ideas and view-points using various references from print or electronic sources.
16. write to organize information according to category, situation, issue, or topic.
17. write in response to ideas, thoughts, and information presented in various content areas.
18. use technology to share written work with others and to receive feedback. (example: e-mail, Internet)
19. confer with others to revise writing coherence, transitions, and logic.
20. edit for capitalization, punctuation, and spelling. (example: proper adjectives, quotation marks, commas, commonly misspelled words)
21. use technology for revising and editing. (example: word searches, thesaurus, outlining packages, spell/grammar check)
22. revise manuscripts to improve effectiveness. (example: sentence structure, complete sentences)

FIFTH GRADE LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

1. understand the appropriateness of various listening behaviors in different social situations. (example: plays, concerts, lectures, talking with friends)
2. listen, draw conclusions, and share responses in subject-related group learning activities.

3. ask questions to understand the speaker's point-of-view and clarify non-verbal messages.
4. interpret gestures and facial expressions meant to support, accentuate, or dramatize verbal message.
5. use active listening skills when determining goals, responsibilities, and progress in various group settings.
6. analyze media as information provider, entertainer, persuader, informer, and/or transmitter of culture.
7. distinguish between fact and speaker opinion.
8. identify and analyze persuasive techniques used in oral presentations and media messages. (example: promises, dares and flattery, glittering generalities, logical fallacies)
9. identify ways to determine the reliability of information. (example: research, support, proof)
10. summarize information gathered in group activities.
11. connect information with prior knowledge and experience for effective recall.
12. paraphrase the communication of others to clarify the intended message.
13. organize information according to topic or subject.
14. restate multi-step oral instructions/directions.

FIFTH GRADE SPEAKING STANDARDS

THE STUDENT WILL:

1. deliver narrative presentations that establish a focus and point-of-view.
2. deliver presentations that describe a situation and establish connections between cause and effect.
3. make informative reports that clarify and support ideas with evidence and examples.
4. use listener response to determine clarity of message.
5. exchange information in various formal and informal settings.
6. communicate various messages clearly, precisely, and effectively.
7. choose grammar and sentence structures appropriate to the audience and purpose.
8. use precise, descriptive language when speaking.
9. choose the appropriate volume, inflection, rhythm, and pace to emphasize key ideas and areas of importance.
10. engage the audience with appropriate body language, eye contact and gestures.
11. use visual aids and graphic representations to reinforce and supplement main ideas and information.
12. select appropriate technology tools to enhance communication effectiveness.
13. select various presentation strategies to support delivery. (example: speaking notes, memory aids)
14. identify various environmental factors which can affect communication. (example: space, audience size)

SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS STANDARDS
SIXTH GRADE

SIXTH GRADE READING STANDARDS

THE STUDENT WILL:

1. construct meaning from text using context and semantic clues. (example: situation, word order)
2. recognize direct and implied meaning to extend understanding of materials read.
3. ask questions and make predictions about information or the message found in text.
4. explain how the meaning of words may be changed by the use of non-standard English, dialect, and idioms.
5. use background knowledge and experience to comprehend text.
6. connect main ideas and concepts to other sources and related topics.
7. determine the organizational structures and patterns in various literary texts. (example: books of fiction/nonfiction, newspapers, magazines)
8. explain how character and plot development are used in a selection to support a central conflict or story line.
9. identify and understand types of figurative language. (example: similes, personification, alliteration)
10. describe how the author's style elicits response from the reader.
11. describe the mood or meaning conveyed in poetry through word choice, rhythm, repetition, and rhyme.
12. explore a variety of literary works representative of various cultures and times.
13. explain how literature can be used to better understand other time periods and events.
14. describe how the text reflects an author's attitudes, traditions, and heritage.
15. choose reading materials that are appropriate for enjoyment and/or assignment/project completion.
16. determine the quality of literary works based upon established criteria. (example: Newbery books, approved book lists)
17. distinguish fact from opinion in newspapers, magazines and other print media.
18. use text organizers to locate and categorize information in print materials. (example: headings, subheadings, graphics)
19. draw conclusions and make inferences based on explicit and implied information.
20. read to acquire information for different purposes. (example: preparing a research report)
21. use reference tools to retrieve and manage information. (example: interactive software, CD ROM, video materials, Internet)

SIXTH GRADE WRITING STANDARDS

THE STUDENT WILL:

1. implement various stages of the writing process. (example: brainstorming, outlining, drafting, revising, editing, publishing)
2. maintain a personal writing journal or portfolio to record personal ideas, observations, and experiences.
3. use writing as a means to paraphrase/summarize what is read/heard.
4. write to connect knowledge within and across disciplines. (example: ecosystems in geography and science)
5. use a variety of structures to categorize and organize information. (example: timelines, Venn diagrams)
6. use words that are expressive, appropriate, and precise to provide clarity and focus for the reader.
7. apply rules of grammar in written communication. (example: perfect verb tenses, subject-verb agreement; and indefinite pronouns)
8. use various patterns of paragraph development. (example: comparison-contrast, cause-effect, and problem-solution)
9. use the appropriate format for various forms of writing. (example: reports, letters, poems)
10. follow an organizational pattern that includes effective introductions and conclusions.
11. write reports which focus on key ideas, issues, or situations and are supported by references.
12. model a range of narrative strategies authors use. (example: dialogue, suspense)
13. select best sources to support personal interpretations of information. (example: almanacs, atlases, encyclopedias, CD ROMs)
14. use simple figurative language in writing. (example: similes, metaphors, idioms, personification, hyperbole)
15. use technology to share written work with others.
16. use feedback from others to improve word choice, organization, and consistency in paragraphs.
17. edit final copies for correct spelling, capitalization, and punctuation. (example: their, they're, there; proper nouns, names, titles, nationalities; colons, semi-colons)
18. use available technology in editing and revising. (example: spell check, grammar check, margins, tabs, fonts, spacing)
19. revise manuscripts to improve effectiveness. (example: simple, compound, compound-complex sentences)

SIXTH GRADE LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

1. describe appropriate listening behaviors in various social situations. (example: concerts, plays, classrooms)
2. ask questions to seek clarification of ideas.

3. summarize, respond to, and evaluate group activities.
4. describe and clarify the personal feelings evoked by the non-verbal communication of others.
5. distinguish between intentional and unintentional non-verbal communication.
6. examine the reliability and authority of speaker information.
7. determine the effect of images, text, and sound in electronic journalism.
8. distinguish between fact and fiction in various forms of oral or visual communication.
9. recognize the use of subliminal messages in various aspects of communication.
10. identify false and misleading information in oral and electronic presentations.
11. use questions to clarify instructions and directions.
12. classify information received according to subject or topic for effective retention.
13. use various sources to determine if information is relevant or useful. (example: journals, encyclopedia, CD-ROM)
14. combine new information with prior knowledge for recall.

SIXTH GRADE SPEAKING STANDARDS

THE STUDENT WILL:

1. emphasize important points to assist the listener in following main ideas and concepts.
2. select a focus, organization, and point-of-view for oral presentations.
3. present informative reports that pose relevant questions and develop the topic with facts, details, and examples.
4. explore the usefulness of listener response.
5. use feedback from listeners to improve speaking delivery.
6. present information in conversational and small group settings.
7. choose language and style appropriate to the interest and background knowledge of the audience.
8. use simple, complex, and compound sentences to express complete thoughts orally.
9. explore how descriptive language and colorful modifiers can enliven oral presentations.
10. use effective rate, volume, pitch and tone in oral communication.
11. recognize correlation between appearance, self-image, and effective non-verbal communication.
12. select and use audio-visual aids to maximize effects in various communication situations.
13. investigate ways to highlight ideas displayed in visual aids. (example: color, underlining)
14. demonstrate the use of audio-visual equipment in communication. (example: tape recorder, VCR)
15. explain how environmental factors affect communication. (example: setting, space, audience size)

SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS STANDARDS
SEVENTH GRADE

SEVENTH GRADE READING STANDARDS

THE STUDENT WILL:

1. infer word meanings through the use of context clues. (example: antonyms, homonyms, analogies)
2. use direct and implied meaning to interpret materials read.
3. make predictions about the information or message that may be found in various texts.
4. recognize the origins and meanings of foreign words frequently used in English.
5. describe how prior knowledge may affect understanding of new knowledge.
6. connect the content and ideas in a specific text to other topics and related content areas.
7. use organizational patterns and structures to comprehend meaning of text.
8. describe setting, plot, characterization, and theme or conflict in various literary texts.
9. describe the effect of specific word choices in text. (example: jargon, dialect, sensory or figurative language)
10. describe how authors use characters, point-of-view, and tone to create meaning.
11. determine the relationship between expressed purposes and characteristics of different forms of poetry. (example: lyric, epic, elegy, ode, sonnet)
12. analyze a variety of contemporary and classic works. (example: fiction, poetry, prose, drama, non-fiction)
13. describe connections between historical and cultural influences and literary selections.
14. describe how the text is the expression of an author's thoughts interpreted through the reader's prior knowledge.
15. justify the selection of various reading materials for enjoyment or information.
16. analyze the quality of literary works according to established criteria. (example: interest, noteworthy author, theme/relevance)
17. compare and contrast information about one topic contained in different selections.
18. describe how word choice and language structure convey an author's viewpoint in newspaper and magazine articles and critical reviews.
19. describe bias, stereotyping, and propaganda techniques found in expository text.
20. synthesize information to apply in decision-making or task completion.
21. use available technology to gather, organize, and retrieve information. (example: print resources, CD-ROM, Internet)

SEVENTH GRADE WRITING STANDARDS

THE STUDENT WILL:

1. use an established process in preparing written text. (example: prewriting, drafting, revising, editing, and publishing)
2. choose vocabulary that is expressive, content appropriate, and precise to clarify, exemplify, and define ideas.
3. apply rules of grammar in written communication. (example: pronoun-antecedent agreement, infinitives, participles, and verb tense consistency)
4. create multi-paragraph texts in various modes of writing. (example: descriptive, expository)
5. choose the appropriate language, style, and format for various forms of writing. (example: friendly and business letters, reports)
6. create an organizational structure that includes an introduction, a clear focus, effective transitions, and a conclusion.
7. write reports that convey a clear and accurate focus, supported by various resources.
8. use specific techniques authors employ to enhance the effectiveness of writing. (example: anecdotes, analogies, metaphors, quotations, dialogue, suspense, narrative action)
9. model authors' use of sensory details, sound devices, and concrete language. (example: alliteration, rhyme)
10. maintain a personal writing journal or portfolio to demonstrate writing improvement.
11. write to compare and contrast information from multiple sources.
12. write to transfer learning from one context to another. (example: finding similarities between history and literature)
13. use graphic organizers to clarify information. (example: charts, graphs)
14. support interpretations or judgments with information from a variety of sources. (example: electronic databases, interviews)
15. use technology to share written work with others and to receive feedback.
16. use feedback from others to revise for clarity, logic, organization, and word choice.
17. edit final copies for correct spelling, capitalization, and punctuation. (example: prefixes and suffixes, hyphens, dashes, brackets, and semi-colons)
18. use available technology in editing. (example: spell check, grammar check, columns, page orientation)
19. revise manuscripts for accuracy and effectiveness. (example: active voice, proper documentation)

SEVENTH GRADE LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

1. demonstrate appropriate listening behaviors in various social situations. (example: school events, assemblies, classrooms)

2. ask specific questions to seek elaboration and clarification of ideas and opinions.
3. use appropriate listening and interpersonal skills in various group situations. (example: goal setting, assigning responsibilities)
4. understand the use of non-verbal skills when communicating with others. (example: eye contact, posture, gestures)
5. determine the accuracy or validity of speaker information.
6. consider the influence of images, text, and sound in print/electronic journalism.
7. identify persuasive and propaganda techniques used in television and other media.
8. identify the use of subliminal messages in various forms of communication.
9. recognize how interpretation of literal and figurative meaning can be misleading within electronic communication. (example: illusion, advertisement, dramatic action)
10. ask questions designed to elicit information as evidence to validate a specific message.
11. organize information received according to subject or topic for greater retention.
12. use specific sources to determine the relevance or usefulness of information. (example: periodicals, newspapers, CD-ROMs)
13. relate new information to prior knowledge for effective recall.

SEVENTH GRADE SPEAKING STANDARDS

THE STUDENT WILL:

1. communicate ideas and information in an organized manner to support a specific purpose.
2. design presentations which identify problems, causes, and/or effects and offer persuasive evidence for proposed solutions.
3. present oral reports that pose relevant questions and convey a clear and accurate perspective on a subject.
4. describe the characteristics of useful feedback.
5. use feedback to improve the content, delivery, and overall impact on listeners.
6. determine content and format appropriate for audience and situation. (example: peers, parents, community members)
7. determine the language and style appropriate to the purpose and topic.
8. use grammar and vocabulary appropriate to the audience and situation.
9. choose descriptive language and colorful modifiers to enliven oral presentations.
10. use appropriate verbal techniques for effective communication. (example: voice modulation, inflections, tempo, enunciation, phrasing)
11. identify and define the major kinds of non-verbal communication people use.
12. use images, text, and sound to create effective and interesting presentations.
13. describe ways to enhance ideas presented through visual aids. (example: color, boxing, underlining)
14. explore ways to use audio-visual equipment to enhance communication. (example: overhead projector, tape recorder, VCR, computer)
15. adapt the environment to best accommodate the listeners. (example: viewing arrangement, lighting, sound)

SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS STANDARDS
EIGHTH GRADE

EIGHTH GRADE READING STANDARDS

THE STUDENT WILL:

1. use context clues to determine the meaning of unfamiliar words. (example: antonyms, homonyms.
2. recognize and use direct, implied, and inferential meanings to extend understanding of materials read. (example: denotation, connotation, reasoning)
3. make reasonable predictions about the content or message of various materials before reading.
4. apply knowledge of word origins and derivations to extend vocabulary development.
5. use prior knowledge and experience to confirm, revise, or reject predictions made about materials being read.
6. relate the content and ideas in a selection to other concepts, topics, or sources.
7. examine how logic, structure, and organizational patterns enhance the meaning of text.
8. evaluate the structural elements of plot development and how conflicts are addressed and resolved. (example: subplots, parallel episodes)
9. explain the use of symbols or figurative language.
10. analyze the relationship between author's style, literary form, and the intended influence on the reader.
11. compare and contrast the use of the poetic elements of word choice, dialogue, rhyme, rhythm, and voice.
12. analyze how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author.
13. analyze the relationships between a work of literature and the context in which it was created. (example: period, ideas, customs, outlooks of a people)
14. compare/contrast literature from different eras or cultures which deal with similar situations or conflicts.
15. provide rationale for selecting specific personal reading materials or genres of literature.
16. evaluate the quality of literary works according to established criteria. (example: focus, clarity, interest)
17. compare original text to a summary for accuracy. (example: inclusion of main ideas and critical details, extent to which it conveys the original meaning)
18. assess the adequacy, accuracy, and appropriateness of details used to support an author's claims and assertions. (example: facts, illustrations, anecdotes, quotes)
19. read and follow instructions to assemble a model or simple structure.
20. analyze and synthesize information to make informed decisions.

21. determine the appropriate technology to gather, organize, and retrieve information. (example: computer software, Internet)

EIGHTH GRADE WRITING STANDARDS

THE STUDENT WILL:

1. choose appropriate vocabulary to clarify and enhance ideas.
2. apply rules of grammar in written communication. (example: correct tense, case, agreement, comparisons, sentence structure, parallel structure)
3. write a variety of narrative, descriptive, expository, and persuasive texts.
4. select appropriate language and content for intended purpose and audience. (example: formal, informal)
5. write texts related to career development using conventional style appropriate to audience/context. (example: business letters, applications)
6. organize text to support a specific focus, point-of-view, and/or purpose.
7. use appropriate technical terms and notations when writing for content specific purposes. (example: research reports)
8. establish a controlling impression in writing.
9. analyze language techniques authors to bring characters to life. (example: dialogue, action, physical description)
10. consider the effects authors achieve through imagery and figurative language.
11. use a variety of techniques to generate, draft, revise, edit, and publish texts.
12. use personal experience to define and add meaning to written work.
13. maintain a personal writing journal or portfolio to monitor writing progress.
14. write to synthesize information from multiple sources.
15. write to transfer learning from one context to another. (example: practical application of ideas and theories)
16. write to record observations, communicate hypothesis, and analyze information collected.
17. support thesis or judgments with information from various sources. (example: Internet, newspapers, quotes from authorities)
18. use available technology to publish and receive feedback about written work.
19. use feedback from peers/others to revise for content, word choice, organization, and transitions among paragraphs.
20. use available tools and technology in the editing process. (example: diagramming sentences, spell check)
21. edit final copies for correct spelling, capitalization, and punctuation. (south vs. the South; coma splices)
22. revise manuscripts for accuracy and effectiveness. (example: documentation form, transitional devices, active voice)

EIGHTH GRADE LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

1. use appropriate listening skills in various large and small group settings. (example: school sponsored concerts, plays, team projects)
2. ask probing questions to seek elaboration and clarification of the speaker's ideas and opinions.
3. use listening skills in group settings to share responsibility for a team project, set goals, choose solutions, monitor progress, and meet goals.
4. compare/contrast the influence of the speaker's verbal and non-verbal communication on listener response.
5. evaluate the credibility of the speaker's message. (example: hidden agendas, slanted or biased material.
6. analyze the way visual image-makers represent meaning. (example: graphic artists, illustrators, news photographers.
7. compare how different information sources cover the same situation or event. (example: newspapers, journals, television)
8. determine the use of subliminal messages in various aspects of communication.
9. analyze how electronic media uses literal and figurative meanings to influence audience interpretation. (example: illusion, dramatic action)
10. use various questioning strategies to comprehend and recall information.
11. classify information received according to subject or topic for effective retention.
12. use recognized sources to determine the relevance or usefulness of information. (example: books, encyclopedias, periodicals, newspapers, CD-ROMs)
13. connect information received to prior knowledge for effective retention and recall.

EIGHTH GRADE SPEAKING STANDARDS

THE STUDENT WILL:

1. prepare speech outlines consisting of an introduction, transitions, a logically developed body, and a conclusion.
2. organize information to achieve a particular purpose. (example: adapt message to audience and context)
3. deliver various presentations that make clear and knowledgeable judgments and provide detailed evidence, examples, and reasoning.
4. analyze the characteristics of constructive feedback. (example: timeliness, specific examples for improvement)
5. use audience feedback to reconsider and modify the organizational structure/plan of an oral presentation.
6. use oral vocabulary and style appropriate for audience. (example: parents, school board, peers)
7. analyze the context and topic to determine the appropriate language for various speaking situations. (example: formal, informal)
8. use appropriate grammar and sentence structure in various speaking situations.
9. use expressive language to enliven oral presentations.

10. use appropriate enunciation, pacing, and phrasing during formal/informal communication.
11. use appropriate non-verbal skills when speaking. (example: eye contact, posture, gestures)
12. organize and record information on notes, charts, graphs, and maps for various presentations.
13. design visual aids using various techniques to emphasize key ideas. (example: color, boxing, underlining, highlighting)
14. use audio-visual equipment to enhance oral communication. (example: overhead projector, flipchart, tape recorder, VCR, computer)
15. examine the environment to determine and adapt to the unique characteristics of the speaking/presentation situation.

SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS STANDARDS
GRADES 9-12

GRADES 9-12 READING STANDARDS

THE STUDENT WILL:

1. use etymology (word origins) to determine meaning of words.
2. apply various context clues to determine word meaning.
3. discern the relationship between word pairs in analogies (example: synonyms/ antonyms, connotation/denotation).
4. analyze the effect syntax and word choice have on the reader's comprehension of text.
5. use various pre-reading strategies to increase comprehension of what is read. (example: skimming, scanning, word-webbing, scaffolding, questioning)
6. confirm, reject, or revise predictions made about text.
7. connect and synthesize main ideas and concepts to determine relationships with other sources or topics.
8. extend comprehension by combining new information with prior knowledge.
9. evaluate new information in relationship to past experience/knowledge.
10. analyze the effect personal knowledge has on the interpretation of text.
11. analyze the relationships among elements of literature. (example: tone, character, point-of-view, theme)
12. explain the effect voice, persona, and narrator have on the tone, characterization, plot and credibility of text.
13. analyze and trace an author's development of time and sequence, including the use of complex literary devices. (example: foreshadowing and flashbacks)
14. analyze the effect of points-of-view in narrative text. (example: first vs. third, limited vs. objective)
15. evaluate the relationship between author's style and literary effect in works of poetry, drama, fiction, and non-fiction.
16. compare/contrast similar themes across genres (types of literature) to determine how the genre shapes the message.
17. analyze the structural characteristics and functions of literary forms and genres. (example: satire, parody; poetry, drama)
18. explain how the use of sound devices supports the subject and mood. (example: rhyme, rhythm, onomatopoeia)
19. analyze the effect of figurative language in various genres. (example: personification, simile, metaphor)
20. determine the quality of reading materials by analyzing texts for their practical, informational, or aesthetic value. (example: define the criteria that determines a classic literary work)
21. examine literary selections from several critical and personal perspectives.

22. evaluate literary criticism for its accuracy, clarity, and insight.
23. read and critique literary works from a variety of eras and a variety of cultures. (example: ancient, Renaissance, contemporary; American,Greek, Native American, British)
24. analyze the influence of historical context on the form, style, and point-of-view of a written work.
25. recognize possible differences between author's intent and the reader's interpretation.
26. analyze an author's explicit and implicit philosophical beliefs and assumptions about a subject.
27. analyze how a specific literary selection presents a view or comment on life and supports or contradicts contemporary views.
28. use the reading process to understand directions and procedures. (example: directions for home and auto repair, schedules, maps)
29. read and follow instructions to use computer software, assemble or construct models or equipment, or complete a project.
30. ascertain the difference between fact, reasoned judgment, and opinion in various texts.
31. analyze information for clarity, relevance, point-of-view, credibility, and supporting data.
32. locate, synthesize, and use information from multiple sources to solve problems and make decisions. (example: newspapers, magazines, electronic media, public documents)
33. analyze the effect of bias, stereotyping, unsupported inferences, fallacious reasoning, and propaganda techniques in expository text.
34. use the media center for study and research. (example: computerized data, cataloging systems, Reader's Guide, reference books)

GRADES 9-12 WRITING STANDARDS

THE STUDENT WILL:

1. distinguish between clearly written sentences and sentences that contain errors in expression or construction. (example: fragments)
2. use correct spelling, language, punctuation, and capitalization in final copy.
3. use available technology for editing and revising.
4. employ precise language and technical vocabulary to communicate ideas clearly and concisely.
5. use clauses, phrases, and sentence structure correctly and appropriately.
6. demonstrate proficient use of grammar, diction, syntax, and paragraph structure.
7. revise for ideas, paragraph structure, sentence structure, and word choice.
8. use correct form when citing secondary sources. (example: MLA, APA)
9. credit the sources of both quoted and paraphrased ideas.
10. use appropriate manuscript requirements. (example: title page, source and support materials, in text citation, use of direct quote, paraphrasing)

11. analyze speaker, audience, purpose, and form when planning descriptive, narrative, expository, and persuasive writing.
12. develop literary, personal, and technical writings to inform, explain, analyze, and entertain.
13. write business correspondence acceptable for workplace or academics.
14. make appropriate choices regarding voice, vocabulary, organization, and level of detail based upon audience, purpose, and context.
15. organize information to support the purpose of the writing.
16. write various documented papers. (example: research or I-search papers)
17. use appropriate style for citing secondary sources. (example: MLA, APA)
18. adhere to the appropriate format in various types of writing. (example: letters, memos, reports, summaries, resumes, applications)
19. publish completed pieces for a variety of audiences. (example: school, parents, community, business, newspaper)
20. analyze and model the various approaches authors use to establish and maintain a consistent tone and focus throughout the text.
21. analyze and model the structure or organizational patterns of various texts.
22. use various literary elements for specific rhetorical and aesthetic purposes. (example: point-of-view, characterization, irony)
23. consider the specific use of language and visuals to enliven characters, enhance plot development, or evoke response. (example: rhythm, rhyme, repetition, sensory imagery, dialect, and figurative language)
24. articulate strengths and weaknesses as a writer through personal reflection and/or conferencing.
25. revise writing to improve logic of organization and controlling idea, level of detail, style, word choice, and sentence variety.
26. use available tools/resources to revise and edit personal work. (example: sentence diagramming, grammar checker, Franklin speller, thesaurus)
27. use technology to share written work with other writers and review feedback.
28. incorporate the suggestions of others when revising and editing written work.
29. maintain a personal writing journal/portfolio for reflection.
30. use a variety of techniques to brainstorm, draft, revise, edit, and publish writing.
31. use personal experience, opinions, and reactions to enhance writing.
32. use topics, concepts, and knowledge from other content areas as an arena and focus for writing.
33. develop a personal routine to improve writing. (example: formal/informal, impromptu/prepared, private/public)
34. organize and link related information from multiple sources. (example: government publications, microfiche, news sources, in-depth field studies, speeches, letters)
35. distinguish one's own ideas from information created or discovered by others.
36. present information and ideas from primary and secondary sources accurately and clearly.
37. support key ideas and viewpoints through accurate and detailed references to the text or other works.

38. write responses that analyze the use of imagery, universal themes, and/or unique perspectives/aspects of text.
39. write text, notes, outlines, comments, and observations to synthesize content, processes, and experiences from a variety of media.
40. synthesize information from multiple sources and analyze the unique perspective of each medium.

GRADES 9-12 LISTENING AND VIEWING STANDARDS

THE STUDENT WILL:

1. evaluate the effect of different verbal cues on the impact of a message. (example: speaker's diction, syntax, tone, rate, pitch, volume, quality)
2. use interpersonal etiquette and maintain an open mind when listening and viewing.
3. ask appropriate, focused, and subject-related questions to interpret the intent of the communication.
4. summarize, restate, or paraphrase what has been presented for clarification and understanding.
5. interpret instructions and directions presented in a variety of forms and situations.
6. determine how the clarity and organization of communication can affect the meaning of a message.
7. analyze the influence of non-verbal communication on the believability and interpretation of the message. (example: distracting behaviors or habits)
8. analyze the effect of eye contact, facial expression, gestures, and posture used in oral communication.
9. analyze the varying effects of different modes of media coverage. (example: nightly news, news magazines, documentaries, Internet)
10. evaluate the credibility of a speaker and the plausibility of the message. (example: hidden agenda, slanted material, biased opinion)
11. analyze strategies used by the media to inform, persuade, entertain and represent culture. (example: advertising, perpetuation of stereotypes, visual representations, special effects, language)
12. evaluate types of evidence speakers use for credibility, validity, and relevance. (example: statistics, testimonies, specific instances)
13. analyze types of arguments used by various speakers. (example: argument by causation, analogy, authority, emotion, logic)
14. analyze how various techniques used to create aesthetic effects in media presentations may alter the message. (example: Shakespeare's Henry V to Kenneth Branagh's 1990 version)
15. distinguish between various forms of logical and critical thinking used in persuasion/debate. (example: inductive and deductive reasoning, reasoning from syllogisms and analogies)
16. understand the use of various language techniques. (example: labeling, ambiguity, vagueness, hedging, assigning arbitrary definitions, and unsupported arguments)

17. use appropriate, recognized sources to validate the credibility and reliability of information. (example: books, journals, experts)
18. paraphrase the speaker's purpose and point-of-view for clarification and comprehension.
19. ask relevant questions concerning content and meaning of information for increased comprehension and retention.
20. use various grouping, ordering, and mnemonic strategies for organizing and recalling information.
21. use note-taking techniques to record, synthesize, and retrieve information.
22. recognize and use logical patterns of organization for effective recall. (example: chronological order, topical, cause/effect)

GRADES 9-12 SPEAKING STANDARDS

THE STUDENT WILL:

1. recognize and use elements of classical speech form. (example: introduction, transitions, body, and conclusion)
2. construct and deliver a variety of speeches. (example: memorized, impromptu, extemporaneous, expository, narrative, informative, entertaining, persuasive)
3. choose appropriate devices for introduction and conclusion. (example: literary quotations, anecdotes, quotations from authorities)
4. choose logical patterns of organization to inform, persuade, or unite audiences. (example: chronological, topical, cause/effect)
5. plan formal oral presentations using various supporting strategies. (example: well-structured, logical arguments, details, examples, illustrations, statistics, comparisons, analogies)
6. present dramatic readings of literary selections.
7. use specific rhetorical devices to back up assertions. (example: an appeal to logic through reasoning; an appeal to emotional or ethical belief; a personal anecdote; a case study; an analogy)
8. clarify and defend positions with precise and relevant evidence.
9. monitor audience for non-verbal feedback cues.
10. seek feedback on clarity and coherence of presentation or speech.
11. reassess choices and strategies used in oral communication based upon feedback.
12. analyze the audience before making final choices on a speech topic, format, and style. (example: listener values, needs, perspectives, expectations)
13. recognize the influence physical and societal demographics can have on the response of an audience. (example: age, gender, religion; racial, ethnic, and cultural backgrounds)
14. use vocabulary and terminology appropriate for the audience.
15. analyze the occasion to determine appropriate speech topic, format, and style.
16. determine the relationships among purpose, audience, and content of presentation.
17. compare/contrast characteristics of interpersonal, small group, and public communication.

18. work effectively in group settings to solve specific problems.
19. use technical terms and notations accurately in oral presentations.
20. use appropriate grammar, sentence structure, and syntax in various speaking situations.
21. use appropriate speaking strategies in various interpersonal communication settings. (example: workplace communication, interviews, meetings)
22. use explicit verbal techniques for effective presentations. (example: pitch, quality, volume, rate, inflections, enunciation, variety)
23. use explicit non-verbal techniques for effective presentations. (example: eye contact, gestures, body movement, platform movement, facial expressions)
24. use non-verbal techniques as transitional devices, to build a climax, and to reinforce ideas.
25. use effective strategies for speech preparation and presentation. (example: written manuscripts, notes)
26. use appropriate rehearsal strategies to achieve command of text, skillful and artistic staging, and attention to performance details.
27. determine how the environment for an audience can affect communication. (example: audience size, seating arrangement, lighting, temperature, proximity)
28. adjust speaking style and format to the physical surroundings of the presentation setting.
29. use visual aids and/or technology to support presentations. (example: props, charts, multimedia)
30. deliver multimedia presentations that combine text, images, and sound. (example: video, CD-ROM, Internet and computer generated images)
31. determine when to use various resources to enhance oral presentations. (example: music, sound effects, color, graphics)